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EVERY DOLLAR COUNTS for Erik Borg '67, a member of the Civil Rights Group, as he collects funds Monday to send several Middlebury students to participate in today's demonstration in Montgomery, Alabama.

Photo by Babcock

Tentative Plans Arranged For Talladega Exchange

Dean of the College Thomas Reynolds journeyed to Talladega, Alabama, last weekend to map out a "tentative" program by which Middlebury and the liberal arts college there could exchange undergraduates for a semester.

After talks with Talladega College officials and faculty, Reynolds and Talladega's Dean of the College, Dr. Cohen Simpson, outlined the procedure for the exchange.

A Middlebury student wishing to attend Talladega would consult his or her faculty advisor and, if approval was granted, seek the approval of the Dean of Men or Dean of Women.

Having secured these permissions, the student would then submit a written request to the faculty Administration Committee, who would render the final decision.

At Talladega, the Middlebury student, upon successful completion of a semester, would be able to transfer the equivalent of a 15-credit academic load back to Middlebury.

Any student wishing to participate in the exchange must have the consent of his parents and must, in addition, pay full Middlebury tuition, room and board, while the Talladega student would pay the normal Talladega tuition, room, and board of $500 per semester.

Reynolds stressed in his news release that all plans for the exchange are tentative until confirmation by "appropriate" faculty committees.

Regarding his visit to the

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25 Go to Montgomery

Issue Ignites Campus Debate

By ALAN MAGARY

Twenty students and three faculty members left Monday night and Tuesday to participate in demonstrations in Montgomery, Alabama, as the short, quick climax to a short, heated controversy which began Sunday night about Middlebury's role in the civil rights movement.

At approximately the same time as a symbolic sympathy rally and march here on campus, a demonstration was held last night at Montgomery airport, followed this morning by a march on the Alabama State Capitol.

25 Go South

In addition to Assistant Chaplain John Moyer, Political Science Instructor Lloyd Axworthy and their wives, and English Instructor Peter Snyder, students who left Monday or Tuesday were Robert Farnsworth, John Perry, Thomas Reefe, Howard Tolley, Edward Weissman, Jane Isaacs, and Barbara zurer, all '65; Jack Carter, David Frese, Eric Hager, David Stonington, Ruth Levin, and Virginia Neely, all '66; Leslie the demonstrations in Alabama Blau, Erik Borg, Richard Kelly, and Thomas Sheldon, all '67; and Peter Knobler, Sandy Nichols, and John Sawyer, all '68.

Traveling by car to Atlanta, they then took a bus to Montgomery to take part in the demonstrations.

The Middlebury sympathy march Wednesday night was sponsored by a group of 54 students, faculty members, and townspeople who signed an open letter to the Middlebury community that was distributed on a mass scale Wednesday morning.

The letter announced the intention of the group to stage the march as "an overt and symbolic gesture of our commitment to the principles of our heritage." The march left Mead Chapel at 8 p.m. and proceeded through town, around the village green, and back to the Chapel, where a short ceremony followed.

Funds were solicited at the end of the march for Dr. Martin Luther King's Southern Christian Leadership Conference.

The decision to participate in followed a mass meeting of students Monday night in Mead Chapel. A group of student leaders called the meeting, hoping to raise funds to send a student delegation to Alabama as quasi-representatives of Middlebury College.

Opposition to Middlebury's direct representation in Alabama was immediately expressed by many members of the student body as soon as Monday night's meeting was announced at 1 a. m. that morning. Many objected to

(Continued on Page 3)

Tonight at 8

An authority on Thoreau, Dr. Walter Harding, delivers the 37th annual Abernethy Lecture tonight at 8 in Wright Theatre. The author of many books and articles on Thoreau, Harding will speak on "The Case of the Walden Stoic: Some Studies in Literary Detection."

Talladega: Also a Small Liberal Arts College

Ed. note: Because a student exchange with Talladega seems likely to meet official approval here, THE CAMPUS presents the following background information on Talladega College. A college catalog of the Southern Negro school has been put on reserve in the library and may be consulted by any students interested in participating in the exchange. See above for tentative details of the program.

Talladega College, according to its charter, is "dedicated to the growing realization of the basic fundamentals of the Christian faith — the fatherhood of God and the brotherhood of man."

Although nonsectarian, Talladega, located in the foothills of the Blue Ridge Mountains of Alabama, is interracial in both faculty and student body.

First Open to Negroes

Founded in 1867, originally as a primary school, Talladega was the first college in Alabama to be opened to Negroes. A faculty of over 50 members now teaches a student body of close to 450 (in 1963-64, 160 men and 278 women) in a four-year liberal arts curriculum similar to Middlebury's.

Students are able to major in English, music, and modern languages in the humanities division; economics, education, history, physical education, psychology, and sociology in the social sciences; and biology, chemistry, mathematics, and math-physics in the natural sciences.

Non-major courses are also

(Continued on Page 3)

36 Jr. Fellows Selected By New Procedure Tues.

A list of the 36 sophomores selected Tuesday night to serve as Junior Fellows next year will be released after spring recess.

The experimental selection procedure used this year was devised by Student Association President David Stonington and represents a marked departure from previous years. Slips were sent to all sophomore men inviting thm to apply for a junior fellowship, and a six man committee, composed of Stonington, Tim Carey, Mark O'Reilly, Robert North, Richard Smith, and Peter Delfausse then processed the list of applicants, mainly on the basis of grades, and obtained a list of 50 candidates.

Each of the 50 were interviewed by the committee for five minutes or more Tuesday night, and asked a variety of questions, both general and more specific ones on situations that might confront a Junior Fellow. On the basis of these interviews and the candidates' general record, the final 36 were chosen.

French Play Opens Friday

The French Club production of Labiche's **La Poudre Aux Yeux,** directed by French Department Chairman Claude L. Bourcier, opens at 8:15 tomorrow night in Wright Theatre for a two-night run.

La Poudre Aux Yeux, a nineteenth century comedy, is a satire on status seekers among the French bourgeoisie of the period. Tickets for the play will be available at the door at $1.50 per person.

The play stars both faculty and students in leading roles. The central characters in the plot are two parallel families. The two sets of parents are played by Claude Bourcier, Jacqueline Vadon, Jean Vadon and Suzanne Levacher, all members of the French Department.

The romantic leads include Carolyn Cassaday '65, who star-

(Continued on Page 8)

COSTUMED IN THE STYLE OF THE 1890's, Carolyn Cassaday '65 and Mme. Suzanne Levacher rehearse for this weekend's production in French of Labiche's La Poudre Aux Yeux.

Photo by O'Neill

Few Attend SEPC-Mortar Board Talks on Majors

By CHESTER BOWIE

Despite a disappointing turnout for joint Student Educational Policy Committee — Mortar Board talks on majors March 10 and 17, SEPC chairman William Lord '65 feels that the program was worthwhile for those present.

The 25 students, mostly freshmen, who attended each program, generally found them well-organized and informative. Many, however, felt they could have learned more had the speakers delved deeper into the personalities in each department. Lord said that each speaker was left to decide what he felt was most important in his department.

Acquaint Freshmen

Lord added that the talks would be continued next fall, probably early enough to allow incoming freshmen to become acquainted with all the departments.

The SEPC is presently distributing questionnaires among juniors and seniors concerning the "Direction of the College," and designed "to gather constructive suggestions and concrete answers to the problems encountered in three or four years at Middlebury."

The questionnaire asks for views concerning calendar revision, the ROTC program, the possibility of requiring one large creative paper from each student before graduation, and changes in eating and dormitory facilities.

Current Recommendation

An expanded program of faculty guidance for students is the current recommendation of the SEPC. In a letter to be sent to each faculty member, the SEPC wrote:

"We recognize the fact that the faculty and administration of Middlebury, and colleges in general, see a significant benefit in keeping guidance to a minimum, as part of the concept of allowing the maturing student's own capacity for intelligent, reasonable self-guidance to develop.

"However, both our own experiences and the experiences of countless of our student colleagues have strongly impressed upon us the urgent need at Middlebury for a well-defined, positive structure of faculty guidance in the following areas:

Sense of 'Purposefulness'

"a) Departmental orientation for all students during their first semester as majors in the department." Under this heading in the letter are included such advantages as providing the student with a "sense of purposefulness," a fuller understanding of departmental courses, and the idea that "faculty guidance is faculty encouragement."

"b) An expansion of a) to include a discussion of post-graduate possibilities for the student."

"c) Library orientation within major departments."

In conclusion, "the SEPC feels that the college teacher has a dual obligation to his student. He must encourage and nurture the student's quickening development into a mature, self-reliant adult while never forgetting that the average student is not yet mature enough nor does he have the necessary perspective, to be aware of and plan for himself the most meaningful utilization of his vital four years at college, upon which so much of his future will depend."

Community Chest to Run Fair, 'Battle of Bands'

By MARY DICK

Supporting a worthwhile organization and "having a great time" will be combined at the Community Chest fair and dance next Thursday and Friday, according to Prue Frey '66, co-chairman of this year's fund drive.

Water fights, pie throwing, and "gambling" will be among the activities at the fair, set next Thursday from 7 to 9 p. m. on the Field House ice rink.

Prizes will be awarded and the winners of the raffle will be announced.

Tickets may be purchased for 25 cents apiece or five for a dollar this week.

A "Battle of the Bands" follows on Friday in the McCullough gym, with the Strappers and the Norsemen vying for the honors.

Refreshments will be served at the dance, which will last from 8 to 11:30 p. m. All women will receive 12:00 late permissions, courtesy of Dean Kelly, and fraternity houses will be closed from 8-9 p.m.

Co-heading the weekend, which was offered only on a single night last year, are Miss Frey and Pat Wells '65.

In charge of the fair are Peter Branch '65 and Virginia Fox '66. Peter Moore '65 and Susan Schweikert '67 are organizing the raffle.

Prizes for the raffle include tickets to Junior Weekend, clothes from Skihaus and Dawson's, special late permissions for women, a free car registration, movie tickets, free dinners at several Middlebury area restaurants, and a transistor radio.

The money collected by these events will be split by the organization to benefit six agencies: the American Heart Association, the American Cancer Society, the World University Service, the National Scholarship Service and Fund for Negro Students, Porter Hospital, and CARE.

On December 30, 1964, Communist China announced that it would seek to forge the broadest united front of nations against the United States.

SA Votes to Support Stewart Hall Conversion

A revived campaign to convert Stewart Hall into a freshman dormitory received support of the Student Association at Monday night's meeting.

SA representatives voted unanimously to back a movement to overcome technical difficulties involved in converting the dorm.

The fate of the "integrated" dormitories plan has been in doubt because of a belief that two-room suites would have to be created in Stewart for Junior Fellows. By forming the suites, the College would be violating an agreement with the Federal Housing Administration that the government-financed dorm be filled to capacity each year.

SA President David Stonington told representatives that a suggestion has been made to leave the dorm unchanged and have Junior Fellows live in a single room. The group approved the suggestion.

Joining in on SA voting for the first time at Monday night's meeting were the class officers elected March 15. With the seating of the new officers the 1965-66 SA is now complete.

Besides voting on the dorm question, SA representatives also discussed organizational and procedural matters. Stonington explained SA duties to new representatives, warning that SA's role was not to work for "change for change's sake."

"We are here as representatives of the student body," he explained, "to see that ideas are channeled from the students through us to the administration."

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"THINGS ARE GOING TO WRACK AND WRUIN,"

wrote Mr. Blair on the handsome typewriter he won selling Saturday Evening Posts years ago. Mr. Blair is the Genial Prop. of The Vermont Book Shop, and he was answering a questionnaire from "Publishers Weekly" — the book trade magazine — surveying the state of the retail book business.

Mr. Blair tapped on. "We don't seem to have time to keep the store dusted because we're always putting away new books. Especially paperbacks. New ones coming in all the time. No space on the shelves — books lying crosswise on top of other books. And then the customers keep buying them, and then I must re-order them, and then we unpack them and put them away again. Just because we keep such a good selection in stock — thousands and thousands of titles. People come from fifty miles away just to get paperbacks because they know we'll probably have what they want. Very discouraging.

"And you know Sally Potter? No, of course you probably don't. Mrs. Potter is a very attractive and pleasant gal who works here. She reads a lot and is quite knowledgeable. Well, you'd think she and I could sit down in the mornings and talk and have a good time. But no. She's always rearranging the paperbacks, trying to keep them straight. Takes all day."

Mr. Blair paused to light his nauseating pipe, coughed a few clouds of blue smoke, and continued. "And hardbacks. The students keep buying those crazy books like 'Misery,' 'The Dot and the Line,' and 'A Friend Is Someone Who Likes You' for gifts to each other because they know we'll gift wrap them free (big mess).

"And they know we'll gift-wrap and mail books anywhere in the world, so when mama has a birthday, they'll come here to buy, say, Herman Wouk's entertaining new book 'Don't Stop the Carnival' or 'Stagestruck' (the new book about the Lunts that's had such good reviews) and we have to mail it for them. Saves them trouble, of course.

"Then they buy things for themselves like that idiotic 'Sterile Cuckoo' (amybe I'm too old to enjoy that one) and the wonderfully funny 'Up the Down Staircase' and Monsarrat's 'The Pillow Fight.' And then I have to reorder.

"And records. They had pretty well simmered down, but now they're all buying 'Goldfinger'! And we've just received the new Peter, Paul and Mary album, and that'll stir things up again. It's all cutting into my nap time!"

DORIA'S

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Rights Controversy . . .

(Continued from Page 1)

raising money to send Middlebury students to join in demonstrations, feeling that there were better ways for Middlebury to participate in the rights movement.

"We do not question the goals of the civil rights movement or the sincerity of those sponsoring this rally," read a mimeographed announcement which appeared later Monday morning. "The question is not one of the justice of the movement, but of how the movement might best be furthered."

The authors of the protest announcement — Randolph Brock, Peter Giuntini, and Frederick Woods, all '65 — went on to question whether "the presence of four or five Middlebury students among 20,000 other demonstrators in Montgomery (will) significantly aid the civil rights movement."

Explanations

The same thoughts were expressed Monday night at the mass meeting. David Stonington '66, president of the Student Association, opened the meeting with some explanations about the "CAMPUS Extra" which was published early Monday morning.

As a result of discussion carried on all day Monday, Stonington attempted to clarify the last paragraph of the "yellow sheet" (the extra was printed on yellow paper). He explained that the paragraph did not mean to imply that, because "support for sending a delegation has so far been expressed by the leaders of the Student Association, THE CAMPUS, the Civil Rights Group, Chapel Board, and the Newman Club," the organizations themselves necessarily supported the move.

Scholarship Proposal

He then said that a "compromise" had been worked out so that all money collected would be put into a scholarship fund for a Negro student at Middlebury. He then threw the meeting open for questions or proposals from the floor.

Some of those attending the meeting made proposals regarding the scholarship. Others asked if any students were to be sent down to Montgomery, and under whose auspices. Some asked what was to happen to the money that had been collected during the day in Proctor Hall — some $100. Several thought that the whole question should be brought to a student referendum. Several wondered about the legality of anything that could possibly be decided by those attending the meeting.

"Are we trying to vindicate a sense of guilt, or bring glory on Middlebury, or are we going to offer aid to these people?" one student asked from the floor.

"People are talking about this thing," said another. "This is good. We are doing something. Everybody has a definite interest." There was applause at this.

Stonington adjourned the meeting shortly before 11 p.m. Nothing had been resolved but some students decided to travel to Montgomery on their own money and without stating that they were an official delegation from the Middlebury student body.

The mass meeting had originally been proposed by a group of student leaders including Stonington and SA Vice President Sandy Steinglass, CAMPUS Editor Alan Magary, Chapel Board Moderator Jack Carter, Civil Rights Group President Gerry Goodrich and ex-President Edward Weissman, and Newman Club President Judy Whatmore.

Met to Plan

The group met to plan the mass meeting Sunday night. Assistant Chaplain John Moyer and Chaplain Charles Scott also attended this initial meeting. The "yellow sheet," THE CAMPUS Extra, was published an hour later.

Immediate reaction to the Extra was expressed in several hand-drawn posters which protested the use of money to send "four children to Alabama not the ski team to Washington." The notice by Brock, Giuntini, and Woods was followed Monday afternoon by an issue of the **Blue Baboon**, which announced that there would be a "mass rally in the projection booth in Munroe 303 Wednesday Dec. 17 . . . Leaders of the Blue Baboon have already shown interest in this progressive student activity."

Talladega College . . .

(Continued From Page 1)

taught in fine arts, communications, French, German, Spanish, Russian, philosophy, religion, political science, and physics. A particularly strong music department offers a total of 27 different courses toward a bachelor of arts degree in music.

Carrying a normal work-load of 17 to 18 hours per week, Talladega students spend freshman and sophomore years in the General Division and the last two in the Major Division. Freshmen receive instruction in many different fields, but sophomores become more specialized, limiting their studies to the courses in one of the three divisions.

By the time a Talladega student reaches his senior year, he is more or less aimed at a definite profession. Nonetheless liberal arts in principle, the gradually intensified specialization attempts not to sacrifice generality to minutiate.

Annual expenses for students amount to about $1,000 per year, or $500 per semester. There are 16 major buildings on the 300-acre campus (20 acres of woodland, and the library has 46,000 volumes. Talladega is fully accredited.

New Crest Room Hours Now Being Considered

A proposal by the Board of Governors to extend the Crest Room hours from 10 p.m. to 11 is currently under consideration by Gordon Bridges, director of dining halls.

Stephen Heidel '66, president of the Board of Governors, explained that the extra hour would coordinate the Crest Room with the closing time of the library and the 11 p.m. women's curfew.

Bridges was concerned with the staffing problem that the added hour would create, and was uncertain of the student response. He agreed to consider the proposal, however, Heidel said.

In the same interview, Heidel outlined some of the ideas currently being considered by BOG.

Under a plan being evaluated by the Public Relations committee, Middlebury and neighboring schools such as Dartmouth and the University of Vermont would exchange professors "on a limited basis."

The professors would lecture and lead discussions.

The Culture Committee has invited a choir of foreign students, possibly from Poland, to sing here during a national tour. Forty choirs from abroad will tour the United States early next fall.

In addition, Heidel disclosed the possibility of running an entertainment series which would feature "big name" entertainers. The program would cover a wide range, from jazz to folk.

Poster Design Contest Opens

A contest to obtain an original design for a poster advertising the upcoming production of Arthur Kopit's farce **Oh, Dad, Poor Dad** is being run by the Drama Department.

The designer of the winning poster will receive either four complimentary tickets to the performances of **Oh, Dad, Poor Dad** in May or June or two complimentary season tickets for next year.

On Display In Carr Hall

A one-man "op art" show opened Monday in the Carr Hall art gallery and will continue until April 28. The work of Vincent Longo, a member of the Bennington art department, the exhibition features geometrical and abstract designs which show a vibrating movement from one color to another.

Also on display since Monday in the library is an exhibit of figurative woodcuts by Leonard Baskin of Smith College, a noted sculptor and print-maker.

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EDITORIAL SECTION

Our Own Education

Students today are for the most part vitally interested in their own education. Yale students recently protested the idea that their teachers were judged not on their ability to teach but on the number of books or articles they had written. Since last September, students at Berkeley have been demonstrating for freedom of political activity. Most recently, students at the Catholic St. John's University in New York joined with faculty in demanding more academic freedom.

On many other campuses, as a 22-page **NEWSWEEK** survey showed last week, students are protesting. Some protest is for the sake of protesting. Much is related to civil rights. But much more is directly related to the education students are undergoing.

Change or reform in education should not be forced by riots and demonstrations. Suggestions and ideas should be expressed calmly, rationally, and with a full understanding of the problems which face any educational institution. What could be formed here at Middlebury, for instance, could be similar to what was formed at Swarthmore in the 1920's—an Improvement Association, consisting of all those interested in the future of the college. The SIA, during its existence, put forth many excellent proposals, most of which were adopted. Partly because of SIA, Swarthmore became one of the best small liberal arts colleges in the country.

President Armstrong's goal is to make Middlebury a first-rate college and although he, the administration and the faculty are going ahead with plans for the future, spectacular improvements will not come quickly. In the meantime, the seemingly eternal "down on Middlebury" attitude of many students should be replaced by a willingness to work patiently for the changes that will come—indeed that have already started.

We, as students, could take a more active role in analyzing and proposing changes in "the system" some of us complain about. Four years of college, after all, can result in an education only if the student wants an education—this is the opinion expressed in most of the letters to the editor in these pages. College is not totally a process of **being** educated or of **being** challenged, but also of educating oneself and challenging oneself. If we think that there are better ways this education could come about, then our opinions should be voiced. Seething discontent should be transformed into energetic but peaceful demands for change—thoughtfully made. A Middlebury Improvement Association could be the ideal forum.

Sparks of reform or initiative, however, will be snuffed out instantly if the dominant mood on this campus is one of apathy, quick and unthinking antipathy, and narrow-minded conservatism. What **needs** to be done should be done. Talk to a professor sometime. Make a suggestion that a four-course plan be effected. Recommend the abolition of compulsory ROTC. Suggest the formation of a committee to study the freshman curriculum. "The Great College" cannot be built in a day, but this is certainly the hour to begin.

Students Across Cou

The 'Demand to be Heard' Involves Rights, Education

By SANDY STEINGLASS Assistant Editor

American college youth is a celebrity. Major newspapers and magazines have for the past five months traced the revolutionary growth of college movements, as the conventional "Old College Try" exploded in an all-out demand for recognition of student values.

In the January 16 issue of **Saturday Review**, a writer explained, "Certainly today's better prepared and more knowledgeable students should have a larger voice in determining the rules that govern them, and in other campus matters. But demands are also being made . . . for a voice in determining policy on the curriculum, in selecting faculty, and related matters. Surely these are of vital concern to students, and almost certainly their demands to be heard in relation to them will increase."

Where It Began

The "demand to be heard" was vehemently made at Berkeley late last year, when a Free Speech Movement, led by the now-well-known Mario Savio, protested an administration ruling to forbid solicitation of funds and recruitment for off-campus political activity. Initial student protest led to the expulsion of several leaders, and a sympathy sit-in December 2 to the arrest of some 600 students.

With amnesty in mind, University of California President Clark Kerr announced that further disciplinary action would not be taken, and that greater freedom of political activity would be granted.

Mood Shattered

Unfortunately, the unanticipated police seizure of Mario Savio shattered the mood of reconciliation. Savio was dragged from the microphone when he attempted to address the large student group attendant on Kerr; he was later allowed to speak.

After a brief respite, the campus erupted again when some students extended their right of freedom of speech to the realm of filthy speech. P.A. systems broadcast and placards proclaimed the existence of four-letter words, when before they had championed student causes. This reversal of the movement's spirit precipitated statements of resignation from Kerr and the acting chancellor, Martin Meyerson. Recent reports from Berkeley indicate that administration, faculty, and students are reluctant to see Kerr and Meyerson leave. It seems likely, therefore, that they will ultimately withdraw their resignations.

Communications Breakdown

The gap between administration and faculty is much wider at the "multiversity" level, than on the college level. The familiar lament of a "breakdown in communication" was sadly realized when the faculty joined students in opposing administrative policy.

Berkeley is not an exceptional case but rather a fast-growing generalization. Echoes of the upsurge are reverberating across the country, from West to Mid-West to East.

The catalyst for this recent reaction is nothing less than Civil Rights — Civil Rights in a broad sense, as they are valued by every man, not just the Negro. Students are championing not only the Negro cause, but their own cause, as well.

At Yale, an associate professor of philosophy became the focus of controversy as an apparent victim of the "publish or perish" policy in common practice at many colleges and universities.

In an interview with **Life** February 26, Mario Savio protested the policy, declaring that "they should supply us with more teachers and give them conditions under which they could teach so they wouldn't have to be producing nonsensical publications for journals, things that should never have been written and won't be read."

CAMPUS REBEL MARIO SAVIO has been leading the free speech movement at Berkeley.

Want to be Taught

General student opinion also

Since 1905
The Middlebury Campus

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Letters To

A total of 19 letters to the editor were received between Thursday night and Tuesday morning, and the editor was fairly overwhelmed. Most of the letters pertained to the "Disappointment" editorial and editorial-feature in last week's issue. Five were pertinent to the "civil rights controversy" which began suddenly Sunday night. Three could be described as "run of the mill" letters. Unfortunately, we are able to print only a small number of those received this week. As always, however, we encourage letters; those which are in THE CAMPUS office by Sunday night, we are reluctant to say, have the best chance of being printed. —Ed.

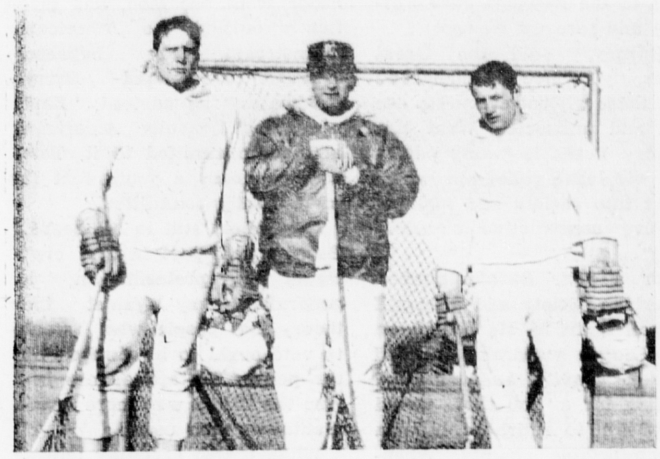
A Modern Rumble

To the Editor:

When students say that they have found no challenge at Middlebury College, they must be thinking in terms of the medieval joust or the modern rumble. Here they have arrived on faculty turf, and no one yet has clobbered them into inspiration. Both Mr. Magary's editorial and Mr. Ragsdale's underground reporting betray the passive fantasy of many Middlebury students: they wish to have their education and their excitements given to them. They speak of their minds as hopefully "being broadened," they want "inspiring people to **push**" them. Stimulation, challenge, inspiration, discipline ("I wish that I **had** to work harder"), all are expected to be served like breakfast in bed in the "brilliant" but prone student, "sinking into apathy," whose prognosis is four years of disillusionment, and who confronts his illness by taking "to cards and television and studying only before exams." A good teacher, it would seem, should arm himself for class with a long feather and a whip. Where there is a library and time to read, there is challenge; where there is energy, there is challenge; where a life-time of pleasure is sought through work, there is challenge. The sense of challenge is the very thing that students supposedly bring with them to college. Any student who wants suggestions and guidance in pursuing a special project will find a teacher eager to help. As one not-so-disillusioned student put it, students "complain themselves into apathy."

Although the "disappointment poll" seems trivial to me, mere news-making, a frivolous way of demeaning serious issues, Mr. Magary does go beyond complaint and fashionable disillusionment when he says, "Some independent study, a seminar, a special research project, an inter-disciplinary course — incorporating any or all of these into the curriculum would be a step in the right direction." Where student demands are seriously and honestly made, the faculty will recognize and

Varsity Spring Sports Commence



LACROSSE CO-CAPTAINS Fran Love and Jed Maker flank Coach Joe Morrone at a recent practice. Both Love and Maker are outstanding midfielders on Morrone's lacrosse unit. Photo by Coolidge

BASEBALL CAPTAIN Jeff McKay, a hard hitting catcher, huddles with his coach "Wendy" Forbes. Captain and coach have been leading practice sessions in the gym for a week and a half. Photo by Westin

TRACK CO-CAPTAIN Bob Royer leaps over a hurdle during a 1964 meet.

Lacrossemen Take Field; Coach Morrone Optimistic

By RICHARD ROLLER

The 1965 edition of the Middlebury lacrosse team, led by co-captains Jed Maker and Fran love takes the field for its opening game of the season against Tufts University on April 5, at Boston.

Coach Joe Morrone commented that he is "optimistic" about the upcoming season, although there are only eight returnees from last year's squad and the league appears much stronger overall. Morrone will use these eight returnees, seven of whom earned their letters last season, as the nucleus for this year's contingent.

Many familiar faces which will be missing from last year's team which posted the best record in Midd's lacrosse history (7-4-1) including All New England goalie Marv Kelly, co-captain and All New England mid-fielder Don Yeomans.

Having suffered such heavy losses from last year's fine team

(Continued on Page 7)

Inside Story

Lacrosse Teacher

by Karl Lindholm

You're walking to the field house, in the early spring, mid-afternoon. On a playing field adjacent to the building, you spot two figures. One is clad in shorts, football shoes, sweatshirt, and an unusual helmet and mask; the other, a big man, is wearing a sweatshirt, green windbreaker and a Middlebury baseball cap. The first figure, leaning on a funny-looking stick, is listening intently while the other addresses him in a piercingly highpitched voice and expressive gestures, "Don't you see, son?"

The voice, of course, belongs to Joe Morrone, lacrosse TEACHER. His partner in this spring scene is one of the "more than half" of the players on his lacrosse team who are participating on the collegiate level of competition without any prior lacrosse experience. He is teaching this boy the very rudiments of the sport.

This is a rather unique scene. College athletics usually represent a refinement of skills already acquired in secondary school. How often does one see a college basketball coach actually teaching a boy how to dribble or a baseball coach how to catch the ball the way Joe must teach many of his boys how to cradle, catch, and throw a lacrosse ball? In a coach's vocabulary, usually filled with words like "ulcers," "headaches" and "pressure," one finds Joe using "great challenge," "enjoyment," "rewarding" in discussing his spring assignment.

Joe explains that he does more "actual coaching" in lacrosse than in any other sport; he talks of the "challenge" of coaching such a "wide range of abilities — from green sophomore Gary Margolis to junior Fred Beams, one of the best midfielders in the country."

It is out of necessity, actually, that Joe must appeal to these inexperienced freshmen and sophomores. To have any team depth at all, Joe must complete his roster wth boys who, prior to coming to Middlebury, perhaps never watched a lacrosse game. The value of these boys, however, is realized not only in their numbers but in the depth they provide. Many of them make significant individual contributions to the team. For example, on this year's team, starters John Kingman, a senior, and junior Jack Mettee are both competing with only two years of lacrosse experience.

Joe explains his success with inexperienced talent by pointing out that most of these boys are natural athletes, with substantial athletic backgrounds, who are able, with "hard work," to pick up the sport relatively quickly. Also an aid, Joe adds, is the very nature of the sport. Lacrosse — "the All - American

(Continued on Page 7)

Coach Mackey Welcomes 'Biggest' Track Turnout

By JOE McLAUGHLIN

"If we can get some depth, people who will chip in with some seconds or thirds, we should do better this year." This was Coach Stub Mackey's pre-season forecast for his 1965 track team.

"I was very pleased with the turnout, at least in numbers," Mackey added. "It's the biggest turnout in a long, long time. Some of those who reported are unknown to me, however, and so it is difficult to say exactly what the prospects are."

Big Turnout

Twenty-eight candidates reported for the track team's first practice last week. Heading the list of returning lettermen who will be aiming to improve on last year's winless dual meet record are senior co-captains Bob Royer and Albert Reilly.

Royer was the leading scorer for the cindermen last spring, competing in five events. Reilly has been Middlebury's stalwart in the pole vault for the past two seasons, and this year will be aiming to better the school record in that event, which is 12' 2".

Govertsen Back

Also returning is junior Glenn Govertsen, a three-event competitor who last season broke the record for the half mile run with a time of 1:56.6. Govertsen is expected to continue improvement on that time and to provide strength in the 100-yard dash and in the discus, according to Mackey.

By events, Coach Mackey expects that Middlebury will be

(Continued on Page 7)

Baseball Squad Defends State Crown; Lettermen Boost Hopes; Lack Hurlers

The batting net is in use, infielders are scooping up ground balls, pitchers are babying their all-important arms - baseball is again underway at Middlebury, although in the early season hardcourt confinement of Memorial Gymnasium.

For the past week and a half, Middlebury baseball coach "Wendy" Forbes has been holding rather informal practice in the gym, getting arms back in shape and sharpening dulled batting eyes. Wendy, however, is welcoming back an experienced squad that compiles an excellent 9-5 record and captured the Vermont State Championship. Little can be said conclusively about the '65 alignment until weather permits serious work outdoors.

Captain McKay

Heading the list of returnees is captain and catcher Jeff McKay. McKay, a sound defensive backstop, with a good arm, was the clean-up batter in last year's line-up. The 6'1" senior is a righthanded hitter and Midd's top long ball threat.

Coach Forbes' biggest problems will be in uncovering an effective second starter to back up ace lefty Tommy Clark. Clark, a junior, was unbeaten in five outings last year, hurling three shutouts. The only other pitcher with any varsity experience is senior "T" Tall, who has spent two years in the shadow of last year's captain Newt Baker. It is hoped that the sophomore crew will include some talented moundsmen.

Infielders Back

Three-fourths of last year's infield unit is back in action this spring. At first base is junior Wayne Halliwell, the leading Panther hitter as a soph in the '64 campaign. The flashy Canadian parlaying a steady glove and an effective bat, is a big key to the Middlebury baseball success this season.

Joining Halliwell in the infield are seniors John Zawistoski, a smooth second-sacker, and third baseman Dick Conant. The shortstop position is wide open and a battle for that spot is already developing.

The outfield corps includes last year's starting leftfielder, Steve Firestone, and senior utility man Wally Lord, both of whom will help the team at the plate.

Newcomers will undoubtedly make significant contributions to the team this year. It is still too early in pre-season play to know which of the new personnel will make the grade. The number of sophomores that have turned out is encouraging in light of their inactivity last spring as freshmen.

Women Place High in Eastern Downhill, Slalom

In the U. S. Eastern Amateur Ski Association championships held at Sugarloaf in Maine last weekend, top spots in the slalom and the downhill went to Junior "B" racers. Midd women managed to place among the top in both races in spite of unfortunate falls.

In third place in Saturday's slalom was Wendy Peirson with a time of 130.76. Fifth place went to her teammate, Roxanne McCormick, in 136.17. Both Janet Mara and Lynn Fox completed only one run. First place time was 128.43.

In Sunday's downhill race, held on the two-and-a-half-mile-long Tote Road, Lynn Fox finished second with a time of 130.73. In sixth and seventh places were Miss Mara and Miss McCormick.

Seminar on Civil Rights Progressing Satisfactorily

The new voluntary seminar on the "Problems of the American Negro," led by Lloyd N. Axworthy, political science instructor, and John C. Moyer, assistant chaplain, has worked out "satisfactorily," according to Barbara Zurer, '65, member of the seminar and the Civil Rights Group. The seminar began Tuesday, February 23.

The title has been changed to "Civil Rights Seminar, 65.2" since the problems discussed go beyond the Negro.

Interdepartmental

Interdepartmental in nature, the seminar could be classified under the heading of economics, sociology, political science or literature, Miss Zurer added.

She commented on the scope of the issues to be tackled: "We realized from the beginning how impossible it was. On the one hand the effort itself is meaningful to us, and on the other hand we are forming a framework or creating a stimulus for our own personal investigation."

Approximately 15 students have attended each seminar, held Wednesdays from 3:30 to 5:30 p.m.

Although different students attend each time, there is a "hard core" of about six.

The seminar is an outgrowth of the progam of the Civil Rights Group, but membership is not restricted to the Group.

Planning to Do

Miss Zurer said that there is still much planning and organizing to do. The reading list is still being worked out and revised.

The student-run seminar has caught the attention of student groups elsewhere. Both the Students for Democratic Society and the Northern Student Movement have asked for progress reports.

Lacrosse Preview . . .

(Continued from Page 6)

and having an inexperienced squad Coach Morrone justifies his optimism on two counts. First, and most important, is the hard work and determination which has been displayed thus far. Secondly, the unusually warm weather has allowed the team to get out and practice on the field both earlier and with more regularity than in past seasons.

Looking ahead to the opener, Morrone said he felt that "the defense may be spotty until Bayard Russ becomes acquainted with playing goalie" and until the defensemen begin to overcome their inexperience and play as a unit.

Midd's Attack

Offensively, Morrone expects most of the scoring to come from mid-fielders Fred Beams, Love, and Maker. Beams, in addition to leading the team in scoring last year, was selected to the All New England and All Northeast teams, and this year, according to Morrone, is a good prospect for All American honors.

Also expected to aid Midd in the scoring column are midfielder Nick Van Nes and attackmen John Kingman, Dick Hall, Drew Otocka, and Jack Mettee.

For the first time in its history Middlebury will field a freshman team, to be coached by Jerry Alaimo. Alaimo will try to mold the more than thirty candidates into a cohesive unit so that they may make a respectable showing in this first year of frosh lacrosse competition.

DORIA'S

By BARNES BOFFEY

With the usual missing of spares, gutter balls, and 7-10 splits, the intramural bowling league has been rolling along since the beginning of this month. As predicted, KDR is winning in the Blue League with a 19 ½ - ½ record, well ahead of second place Chi Psi. In the White League, the Tau's are in first place (18-2), with the Siggies right behind waiting for a Tau tumble. The high team score was rolled by the Ranchers with a 2088 (included within that a 790 series), while the highest individual triple is held by Mike Lyman (ZP) with a 557.

In Rifle this week, a strong Frosh team defeated DKE to qualify for the final match where they will face ASP for the championship. The Frosh won last year, and with Henry at the line, they may well do it again.

Willie Sumner (DU) proved once again that he is the best badminton player around as he teamed up with Rick Fall to beat Johnson and Howden respectively. This gave DU the Badminton Championship over the Indies.

Track . . .

(Continued from Page 6)

strong both in the hurdles with senior Bill Thompson backing up Royer, and in the sprints. The distance races remain a question mark because of the ineligibility of stellar runner Eirik Jorgensen, who last season set a new school mark in the mile run.

Field Events

In the weight events, Middlebury appears to be again weak. The javelin entry, headed by junor Don Snyder, should help the Panthers offset their disadvantage in the weights. Senior Jim Thomas provides strength in the hammer throw.

Junior Charlie Ladd and captain Bob Royer are Middlebury's veterans in the field events. Ladd scored in last season's Easterns at Bates in the high jump, and Royer provides point scoring power in all three jumping events.

Inside Story . . .

(Continued from Page 6)

sport" — contains elements of many other popular sports, basketball, hockey, soccer, football; it is a continuous action, contact sport. One of Joe's favorite coaching techniques, in explaining lacrosse strategy, is to allude to a parallel situation in another sport.

The lacrosse story at Middlebury is still in the opening chapters. No longer, however, is Middlebury the "patsy of the league." Last year's squad compiled a 7-4-1 record. This year's team is perhaps as good. The first home game is April 17th against W.P.I.

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'In White America' Slated April 16

A history of the Negro's struggle for freedom in a white man's world will unfold on stage April 16 with the presentation of **In White America.**

Sponsored by the Civil Rights Group with the help of Pi Beta Phi sorority and the College Players, a national touring company will present "the documentary drama," concerning what it has been like to be a Negro in America, at 8:15 p.m. in the Middlebury Municipal Auditorium.

In White America creates "something very special for the theater" from historical documents dating from 1788 to the present, observed journalist William Bender in a review of the play's off-Broadway opening in November, 1963.

The examination of Negro history begins with a doctor's account of conditions on a slave ship and ends with the story of a Negro girl braving a mob and troops to integrate Little Rock High School.

The various sketches dramatize material drawn from letters, books, newspapers, courtroom records, and congressional speeches. Martin B. Duberman, a history professor at Princeton, transformed the documents into a drama that won the Vernon Rice Award for outstanding achievement in the off-broadway theater.

The two-hour play is divided into two acts; the first deals with the Negro's plight in slavery, the second dramatizes the Negro's problems in freedom.

During the evening, the simple setting of wooden chairs, tables, benches, reviewer Bender pointed out, is transformed into a courtroom. "As the lights shift from one character to another, and as the evidence mounts," he wrote, "one feels with certainty that some one is on trial."

For Bender, "It is the American White who is being judged." The play places him "before the bar . . . for his deeds down through the ages."

To finance the cost of the performance, which totals $1250, the Civil Rights Group has organized several fund-raising projects and has asked for donations from faculty members and town merchants. The names of those contributing $5 or $10 will be listed on the program as "friends" and "patrons," respectively. A request for donations also appeared in "Your Family and Middlebury" and the alumni bulletin.

Tickets, at an advance sale price of $1.75 or $2 at the door, will also aid in financing the production.

Jensen to Give Chapel Address

Chaplain John W. Jensen of Colby Junior College will be guest speaker at Vespers Sunday. He replaces Dr. Ralph Dunlop of Northwestern who had to cancel his scheduled sermon here.

An instructor in religion, Mr. Jensen has been a member of the Colby Jr. faculty since 1960. He is a graduate of the University of Minnesota and the Yale Divinity School.

Formerly a high school teacher, he also served in the U.S. Army as a counter-intelligence officer.

French Play . . .

(Continued from Page 1)

red earlier this year in **Streetcar Named Desire**, and Jan Wiranowski, resident at Le Foyer Champlain.

Other characters, both faculty and students, include Peter Berndt, Elisabeth Bard, Mrs. John Moyer, Frederica Beyerman, James Brown, Terry Wright '65, Peter O'Neill '67, Michael Prentice '67, and Gerard Bourcier.

The play is produced annually for the joint benefit of the French Club and The Rose L. Martin Memorial Scholarship Fund, which was established in memory of a former Middlebury Spanish teacher.

Frosh 'Finally' Select New Class Executives

By RICHARD HAWLEY
News Editor

Capping what was surely one of the more controversial and complicated campaigns in recent years on this campus, the freshman class selected its class officers Thursday.

John Kruesi '68, whose "sophomore driving" campaign aroused controversy ranging from a dissenting letter from Robert Pack, the College's "poet in-residence" to anonymous protests posted in Proctor Hall, was elected class president.

Other Officers

Aiding Kruesi in sophomore class administration and representing the class of '68 in the Student Association, are Treasurer Steven Darling, Secretary Ann Haviland, and Vice-President Virginia Callan.

The selection of freshman officers was rescheduled for Thursday when poll proctors discovered evidence of ballot-box-stuffing after the original election on Monday and Tuesday.

Kruesi told THE CAMPUS that he will, as president, "continue pursuing sophomore driving privileges," which he said were "essential to all concerned."

Less Restriction

Regarding more general goals, Kruesi expressed that he would work for a "less restrictive atmosphere in which to study and socialize."

The new class officers were installed at Monday night's SA meeting.

Chapel Choir to Sing Bach Motet

"Komm, Jesu, Komm," one of the six Bach motets still in existence, will be performed in German by the College Choir during Sunday's vespers service at 4:45 p.m. in Mead Chapel.

This particular motet is composed for a double choir with eight voice parts and can be divided into three main sections.

In the initial sections the two choirs are scored antiphonally, with one choir often replying to the other through a repetition of the text. The closing section is in the German chorale style, with four voices proceeding in a chordal texture.

The source of the text, which is neither a hymn verse nor a portion of scripture, is unknown.

Bach composed the music for all his motets in Leipzig between 1723 and 1730.

Robert E. Cleary '50 and Louise Hubbard McCoy '36, co-chairmen of last year's successful Annual Giving appeal have agreed to serve again this year as co-chairmen, according to a recent announcement by the Executive Committee of the Alumni Fund. The goal of the 1964-65 Alumni Fund is $100,000.

Sororities Elect New Officers, Pan-Hell Reps

Following elections at their Monday evening meetings, three of Middlebury's sororities announced their new slates of officers.

In Alpha Xi Delta, the new president is Judy Markland '66; vice-president, Ann Jacobsen '66; recording secretary, Mary Harrington '66; corresponding secretary, Carol Steere '66; treasurer, Ruth Ann Haas '67; and Panhell representatives Carol Swanson '66 and Laraine Dunn '67.

In Kappa Kappa Gamma: president, Carolyn Estabrook '66; first vice-president, Lynn Baird '66; second vice-president, Sue Bunce '66; corresponding secretary, Rita Crocitto '66; recording secretary, Carol Buck '66; treasurer, Ann Creigh '67; Panhell representatives, Marilyn Keyes '66 and Ellen Rudnick '67.

In Pi Beta Phi: president, Anne Parker '66; vice - president, Charlotte Stetson '66; executive assistant to the president, Gail Howrigan '66; recording secretary, Jane Marter '66; corresponding secretary, Laurie Ward '67; treasurer, Jean Gear '66; and Panhell representatives Judy Stern '66 and Sue Weaver '67.

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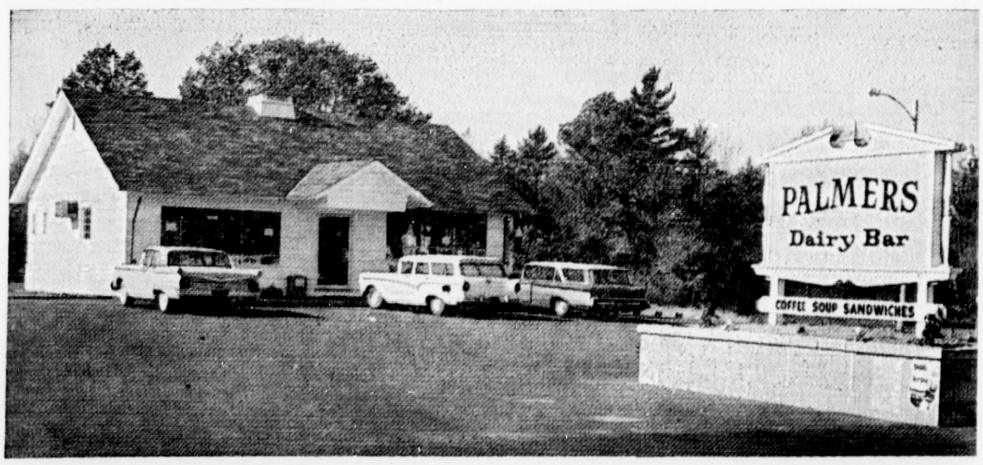

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Letters To The Editor . . .

(Continued from Page 5)

the college. And, boy, are we ready to do so. Again, 'however, what of ourselves?

We have yelled and screamed that we are now mature enough to accept various freedoms; we have yelled and screamed for our own pet whims. When, however, are we going to demand academic standards that do stimulate and excite us? When are we going to find for ourselves the enjoyment and excitement of learning? We will not be taught this by anyone, we have to do this by ourselves.

Certainly we all desire change and improvement in the college, but when are we going to realize that to achieve our intellectual and educational goals we are going to have to draw our own blood and sweat, a sweat from the work and excitement of self-discovery?

This past week Professor Chan spoke of Confucius, and Confucius had this to say: "The scholar who cherishes the love of comfort is not fit to be deemed a scholar."

Gerry E. Goodrich '68
March 21, 1965

Lack of Stimulation

To the Editor:

After reading two articles devoted to the problem of freshman "disappointment" with the unstimulating Middlebury curriculum and faculty, I have come to feel a sense of disappointment myself. My disappointment, however, rests not so much with the freshman program here at college; but instead, I find fault with the student body itself. Admittedly, some courses are far less intriguing than others, and stimulation may seem to be totally lacking. The problem, however, must be resolved and expressed within the framework of a single question, "In whom does the responsibility for stimulation rest?"

The impression I received from these two articles was that stimulation and academic achievement were solely the property of the instructor and were his responsibility alone. I believe, however, that the stimulation or desire to learn must come from within the student himself and is certainly not a quality that an instructor can dispense as if it were some tangible commodity. Somewhere the idea of learning has become confused with the concept of teaching, and all too often we seem to think that our personal capacity to learn is based solely upon the efforts of our instructor. I suggest, therefore, that these "unstimulated" students examine themselves and determine whether it is their own inability to be stimulated which disappoints them.

To place the factor of stimulation in the hands of the faculty and curriculum alone is to overlook the personal stimulation that must arise from within the student. It is this desire to know, instilled in one's own intellect and learning ability and not in that of the instructor, for which I believe these students are searching.

Kennedy Furey '68
March 18, 1965

Dialogue

To the Editor

An Open Letter to
Open Minds Everywhere
(Wherever you are)

2nd soldier. Hark!
1st sold. Music in the air.
3rd sold. Under the earth.
4th sold. It signs well, does it not?
3rd sold. No.
1st sold. Peace I say!
What should this mean?
— Wm. Shakespeare.

What! Do you grumble?

Grumble. Grumble!

Ah, yes! The sweet sounds of the spring thaw. Ah, Spring! when a young man's thoughts turn to . . .

Grumbling.

Grumble. Grumble!

Ah, grumbling! Ah, wilderness!

Ah, hell. Let's grow up first. Maybe then we'll understand what education means — what being here and alive means . . .

Herbert R. Kent Jr. '68
March 20, 1965

Shaky Ground

To the Editor:

I found the two items regarding "freshman disappointment" in the March 18th edition of THE CAMPUS extremely perturbing. Whenever the wails of "no stimulation" or "no challenge" are heard one should examine their sources very carefully. In the poor, disillusioned freshman class, a class supposedly fraught with intellectual discontent caused by Middlebury's unchallenging program, approximately half the students were on academic warning in at least one subject the first semester. It seems that any student failing a course is being challenged too far, or is simply choosing not to make the effort to meet the challenge. On the assumption that the majority of students in the freshman class have the intellectual "stuff" to cope with the work, the latter point becomes quite significant. Students who choose to not make the necessary effort and then turn around and criticize the college for not providing the challenge are on extremely shaky ground.

Of particular interest was the comment of one freshman who said that Middlebury needs "more inspiring people to push the students and to lead them." Here we have a young intellectual who approaches education with the attitude, "O.K., I've paid my tuition, now inspire me." Teachers can lead a student only so far. Interest, as such, must come from the individual himself. The instructor can guide, can throw out ideas and start thought in the right direction, but at the college level he should not have to spoon-feed his students or have to provide them with extraordinary inspiration to get them to work.

Ira D. Lipton '68
March 21, 1965

Classic, Fantastic

To the Editor:

The proposal to spend one thousand dollars to send some of our raging, screaming, campus liberals to march in protest in Alabama is classic and fantastic. The Rights Group could do nothing better to show just how left out in left field they are. It is also an indication of the ridiculousness and simple-mindedness these blind devotionists to THE CAUSE are capable of and how blatantly and foolishly they hope to express it.

The situation on campus in this regard has been deteriorating since it began, culminating in this gesture, and rightly since it could only drive itself to absurdity from the beginning. We have reached the point now where cries of injustice and ignorance are more applicable to the accuser than the accused. Middleclassism runs rampant with this group, and Middlebury, the institution, seems to be speeding hand in hand with these proponents to an unknown end, showing itself to be equally mediocre and unthinking about the overall conditions and implications of its actions.

Daily, Proctor Hall sports bulletin boards of meaningless material which can be got from any national paper. The Campus "Newspaper" features several articles each week on Rights matters, regardless of the fact that it may concern only a small group on campus. The library devotes an entire shelf to material produced or procured by the Rights Group. The entire situation is out of hand. The idea that by means of the Rights Group Middlebury can become a part of the rest of the country is ludicrous; it only shows that a few people who don't know what they are doing or what is good for them hope to ally Middlebury with equally righteous fools throughout the country in their insanity.

Their folly is unfortunate, but I think it is unnecessary that we must all be subjected to watching it.

John M. Lord, Jr. '67

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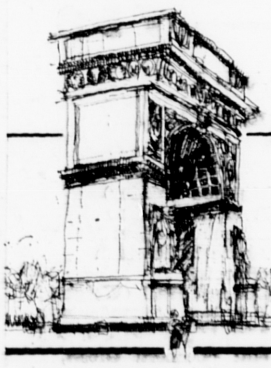

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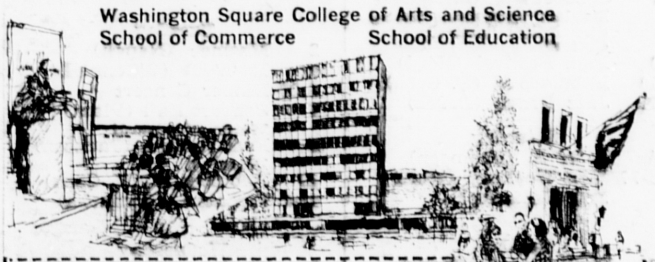

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Conference Informative But Lacked Controversy

By BILL SHELLY
Managing Editor

The 23rd annual Middlebury Conference, entitled this year "The Challenge of China," opened Friday afternoon in a creative and original manner.

Patrick Watson, a member of the department of public affairs of the Canadian Broadcasting Corporation, presented a 90-minute documentary film, "The 700,000,000." Watson, a smooth, personable, youthful-looking public speaker, shot it last year during two months of travel in Communist China.

Element of 'Show Biz'

The film, made originally for television and a broad audience, featured (in Watson's own words) "a certain element of show biz." The photography and camera work were excellent and were complemented fully by the accompanying narration. The effort was a good lesson in cinematography, as well as a veritable "eye-opener" into present-day conditions within Communist China.

Wing-Tsit Chan, a professor of Chinese culture and philosophy at Dartmouth College, spoke Friday evening on the influence of Confucianism on Chinese society in the past and at the present time. He described the current relationship between Communism and Confucianism. Chan explained that the Communists have not yet fully decided which elements of Confucius they will favor. "It seems that Confucianism has deluded the regime."

Informal, Candid

Chan gave a very humorous talk, presented in an informal, candid, perceptive manner. His points were clear, if abruptly presented. Considering that he substituted at the last minute for a speaker who had yet to arrive, Chan did an excellent job.

Morton H. Fried, chairman of the department of anthropology at Columbia University, concluded the program of speeches Friday night with "Family and Kinship in Contemporary China." Fried discussed the family unit and its relationship to the labor force and the economic development of China.

"As modernization and urbanization proceed," he said, "it is expected that the family will decline in significance."

Family Relationships

Although kinship is only one means of organizing social relationships, attempts of the Communist government to minimize the importance of the family have been unsuccessful so far.

Dr. Fried, following on the heels of Dr. Chan, was hard put to match the frank, off-the-cuff, crowd-pleasing tactics of the latter. Fried seemed rather to assume the role of a quiet rebel, holding back a slight touch of cynicism behind a guarded sense of humor.

Saturday morning brought with it a discourse by C. Martin Wilbur, a professor at Columbia and director of the East Asian Institute. Wilbur presented an "historical perspective" of China before 1949, the year the Communist regime took control of China.

'Perpetual Enigma'

Wilbur stressed that we are dealing with a tremendously large continent that has been a product of continual revolution and "a perpetual enigma to the Western world."

The speaker described the general internal policy of China as one of "control by harshness and indoctrination," intensified by a revolutionary spirit and acute nationalism on the part of the people. Concluded Wilbur, "the next 15 years between us and China are likely to be very unpleasant years."

State Dept. Briefing

Wilbur spoke with a fluent, calm, easy delivery. His talk was mainly of the historical background type, given almost in the manner of a State Department briefing. He remained quite at ease and seemed intimately familiar with his subject.

Concluding the scheduled speeches at 1 p.m. Saturday, was O. Edmund Clubb, professor of Chinese politics at Columbia University. Clubb spoke of China, Russia and the U. S., "the three critical powers in the world today," as involved in a "Far-Eastern Triangle." This triangle will determine the fate of the world.

Clubb appeared to read his speech almost word for word. Formally constructed, and somehow a bit mechanical, the text seemed at moments to be almost a dramatic reading. Despite the form of the speech, however, the content was well documented and represented a well-organized offering of facts.

Retrospective Look

Looking retrospectively at the conference as a whole, the Conference committee, headed by Jane Corbett and Richard Kennedy, both '65, aided by Faculty Committee chairman J. Rowland Illick, did an excellent job of presenting a unified, well-organized, creatively scheduled conference weekend. The Conference committee achieved a stimulating balance of personalities, each competent in their respective fields, who complemented each other well, especially in the panel discussion Saturday afternoon.

The conference could have been more controversial, more questions could have been proposed from the floor by the audience, but it could not have been much more informative or fact-filled.

IN A PANEL DISCUSSION led by Lloyd Axworthy are several of the Middlebury Conference speakers, including, from left to right, Dr. Wing-Tsit Chan, Dr. O. Edmund Clubb, Axworthy, Dr. Morton Fried, and Patrick Watson.
Photo by Babcock

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CBS News weekdays at 3, 4, 5, 7, 9, 10, and 11 p.m.; Sundays at 3, 4, 5, 7, 9, and 10 p.m.

Thursday
7 Concert Hall
Rachmaninoff : "Symphony No. 2"
9 Folk Festival
10 Fabulous 15 (Ballin)
11-1 The Sound of Jazz (Elliott)
John Coltrane

Friday
2 Matinee (Chambers and Dunn)
4 R 'n' R (Coutts)
5:30 Dinner Concert
6:30 Music in German (Kind)
7 Concert Hall (Michaels)
Mahler: "Symphony No. 7,, Stravinsky: "Jeu de Cartes"
9 Folk Festival (Hord)
10 Fabulous 15 (D. Cook)
11 Jazz Track (Brush)

Saturday
4 R 'n' R (Thomson)
8-?? Wild Weekend (Wolff and Vomacka)

Sunday
2 Sunday at the Opera (Plant)
Mozart. "Cosi fan tutte"; "The Impresaria"
5:30 Dinner Concert
6:30 Showtime (MacDonough)
"Oliver"; "Little Me"
8 Spotlight Middlebury (Levin and Brush)
9 Folk Festival
Judy Collins
10 Fabulous 15 (Harlow)
11-1 Synthesis (Lund)
Music, and the poetry of T. S. Eliot

Monday
2 Matinee (Miller)
4 R 'n' R (Ballin)
5:30 Dinner Concert
6:30 Music in Russian (Parent)
7 Concert Hall (Wright)
J. S. Bach: "Brandenburg 4 &6"; Albinoni: "Concerto for Oboe & Orch."; Corelli: "Concerti Grossi, Op. 6"
9 Folk Festival (Wright)
10 Fabulous 15 (Conant)
11-1 Night Train Show (Weinstein)
For Those Who Think Jazz: Monk-ey Business

Tuesday
2 Matinee (Napoli)
4 R 'n' R (O'Connell)
5:30 Dinner Concert
7 Concert Hall (Plant)
Works of Vivardi
9 Folk Festival (Jackson)
Blues
10 Fabulous 15 (R. Cook)
11-1 Vomacka (Vomacka)

Wednesday
2 Matinee (Wolff)
4 R 'n' R (Levin)
5:30 Dinner Concert
6:30 Music in French (Starr)
7 Concert Hall (Hawkins)
9 Folk Festival (Bryan)
10 Fabulous 15 (D. Cook
11-1 The Junction (Woods)

Thursday
2 Matinee (MacDonough)
4 R 'n' R (Thomson)
5:30 Dinner Concert
6:30 Music in French (Starr)

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PEACE CORPS NEWS

VOL. 2, NO. 4 | A Special College Supplement | SPRING, 1965

Peace Corps Director Sargent Shriver talks with the late President Kennedy shortly before the President addressed a group of outgoing Volunteers.

Can One Sargent Be Two Lieutenants?

The Peace Corps, like any four-year-old, suffers from growing pains.

"I wouldn't say its image is tarnished, but the luster has dulled a little," said one Peace Corps official. "Other people have done it and the 'me alone' feeling is missing."

Age has brought the Peace Corps the additional problem of trying to become an institution with a sense of permanence, while keeping its youthful spirit and idealism intact.

"I have contemplated the problem growth could bring to the Peace Corps," said Warren Wiggins, associate director for Program Development and Operations. "President Johnson has said he thought we should have some 20,000 Volunteers in the next three or four years.

"I feel we can have this number and still retain the highly individual character of the agency," Wiggins said.

Another problem is that Sargent Shriver now serves the dual role of directing the Peace Corps and the War on Poverty.

"Shriver still makes all the policy decisions and keeps his personal touch on the agency," said an official. "The main loss is in the time it takes to get decisions made. Things can get bogged down in the meanwhile."

Another official compared Shriver's dual position with that of the Secretary of State or Defense. These men have one title but many jobs. One could consider a man with Shriver's abilities to have been under-employed before his present load.

Shriver serves as a reminder of President John Kennedy and personifies the idealism of the Peace Corps "type."

President Kennedy had generated a particular type of spirit and sense of living dynamic. This esprit de corps captured the minds of many young Americans. Because President Kennedy originated the Peace Corps and because of his youthfulness, there was a unique identification.

The most recent growing pain has come from within the Peace Corps itself. A Peace Corps program director in Bolivia, Jasin Edwards, has complained of the "blandness" of today's Volunteers.

"The bland Volunteer is one who doesn't cause trouble, who makes the necessary friends, adjusts nicely to his environment, accepts things as they are and gets along beautifully without worrying anybody or wrenching changes in the environment.

"Anyone approaching the extreme such as the quiet guy, the pretty girl, or the outspoken critic was selected out somewhere along the line as a dangerous risk," said Edwards.

In the critic's opinion, the selection process may eliminate the person who would not only understand and adjust to a new environment, but also those who would have the courage and drive to inspire change, affect attitudes and encourage others to act for themselves.

Commenting on what Edwards said, F. Kingston Berlew, acting

(Continued on Page 2)

HHH Heads PC Council; Meeting Set

One of the first official acts of Vice President Hubert H. Humphrey as new chairman of the Peace Corps Advisory Council was to call a conference of returned Volunteers.

The conference, scheduled for March 5-7, was suggested by President Lyndon Johnson. Johnson turned the responsibility of the chairmanship over to Humphrey Jan. 26.

The President also suggested the new chairman point out the opportunity returnees have for further service by working with the many foreign students in the United States today.

Johnson termed the assignment an especially appropriate one for Humphrey. He noted Humphrey's vision in seeing the future of the Peace Corps while a Senate member and offering legislation to embody it.

Humphrey told the Peace Corps News that "the Peace Corps has been a living monument to the idealism, skill, and devotion of American youth, and serves as an example of humanitarianism for all the world.

"But we cannot be content with even this fine record. There is much that still needs to be done. The demand for Peace Corps Volunteers is so great throughout the world that last year we could only fill about two-thirds of the requests that were received.

"To any college graduate looking for a chance to broaden his life and enrich his experience I can offer no higher recommendation than working for the Peace Corps.

"He will find not only excitement and challenge, but above all have the opportunity to serve his fellow man."

A Story of Opposites: Bias & the Peace Corps

The Peace Corps, in its four years of existence, has emphasized repeatedly that racial and religious bias are not tolerated in its selection process.

The Peace Corps rejects bias. But bias has not been so kind to the Peace Corps.

A major problem in the civil rights movement today is finding skilled and well-educated Negroes to fill jobs now open to them either through reforms generated by the civil rights bill or the increased readiness of employers to hire them.

The problem admits to no simple solution, for an individual coming from a "culturally deprived" environment, who receives sub-standard schooling, doesn't necessarily "make the grade" even if he is given the chance.

The issue, not so much racial as socio-economic, is a very real concern for rights leaders. It is also of concern to the Peace Corps.

The trouble centers in both Peace Corps recruitment and selection.

"A lot of Negroes just aren't sure that the Peace Corps wants them," states Bob Gale, director of recruiting. "The sign says 'join,' but Negroes think 'they don't mean me.' It's been that way so many times that some Negroes don't even bother any more."

Sargent Shriver, director of the Peace Corps, said:

"We haven't waited for colored citizens to seek jobs in the Peace Corps. We went out and looked for them.

"We have sent white men into black men's countries and black men to white men's countries and not once has this policy caused us a single moment of discontent or created a single incident."

Gale pointed out that letters have been sent to the presidents of Negro colleges asking for the names of top students, who were subsequently contacted by Peace Corps representatives. A "special saturation effort" is conducted at Negro campuses to get a larger representation in the Peace Corps.

"The job of the Peace Corps is not civil rights," one official points out. "We have our own job to do. But we'll do anything we can to help qualified Negroes get into the Peace Corps."

Thus the articles in Negro publications, photos of Negroes in Peace Corps advertising literature, Negroes placed on as many recruiting teams as possible.

Yet the percentage of Negroes serving as Volunteers overseas remains low. Although Negro representation as staff members in Washington and overseas is high (about 26 per cent), Negro Volunteers abroad constitute only about 5 to 6 per cent of the total, based on unofficial estimates. The nationwide percentage of Negroes is about 11 per cent.

One problem manifests itself in concern over the "image." George Carter, director of the North Africa, Near East and South Asia projects, and a Negro himself, said:

"There is probably no project in the world without a Negro connected to it in some way, either as a staff member or a Volunteer.

Volunteer James F. Fisher, a 1962 graduate of Princeton University who majored in philosophy, was an English teacher at the demonstration school of Katmandu's only teacher training college. An Eagle Scout, he was also active with the Nepalese scouting movement which is just getting underway. Here he helps a youngster master one of the knots she must learn. He wears the Nepalese national dress.

Running a school lunch program is one of many things done by Volunteer Ida Shoatz, a 1963 liberal arts graduate from State College at Cheyney, Pa., as she works in the Peruvian Andes. Here she greets a young friend in the market of Pisac where she has gone to buy food.

"The only place where a preponderance of whites is a problem is in those countries where we already have a 'racist image.' Here the lack of Negroes tends to fix the Peace Corps in the people's minds as a middle class white organization."

Many bright, socially-oriented Negroes are committed to the civil rights fight at home. Others are busy looking for good jobs or graduate schools. Competition for the educated Negro in business, industry and education has become fierce today.

But even when a substantial proportion of Negroes submit Questionnaires, there is still a problem, especially in the case of the Southern Negro.

The Peace Corps relies strongly on the Modern Language Aptitude Test, which purports to measure potential ability to learn a language. On this exam, Negroes, as a group, tend to score lower than other Volunteers.

The race of an applicant, incidentally, is not known to Peace Corps personnel before he shows up for training—in other words, until after the tests have been taken.

Gale pointed out that "until we raise the level of teaching in some Southern schools, we won't have college students who score well on the aptitude exams."

Dr. Abraham Carp, director of Selection, points to another difficulty.

"There is a danger," he says, "in using these aptitude tests for applicants from culturally deprived environments. The tests may underrate applicants in terms of their potential." They are not, he maintains, an absolute index of what their future achievement as Volunteers may be.

Dr. Carp is presently studying whether training courses could be lengthened for these applicants. He sees "academically oriented techniques" used in aptitude testing and training as favoring certain types. Also under study are more programs where another language is not required.

The Peace Corps is sensitive, in a meaningful way, to the problems of discrimination. They will disqualify anyone if he shows discriminatory tendencies. Colleges that are not integrated will not be chosen as training sites. The representatives of minority group members on the staff in Washington and overseas is high compared to other government agencies.

But other hazards are operative too—those of "reverse discrimination" which hampers the organization that wants to give Negroes a break but can't because of complex societal factors; those that stop a Negro from believing that the sign reading "join" means him; those that deter a Southern Negro from getting good references because the people he asks do not know how to write.

The Peace Corps tried to say goodbye to bias a long time ago. But it's a stubborn guest.

Common Misconceptions Exploded

The Peace Corps, like many other governmental organizations, is plagued by a "knowledge problem." Many people, including a large number of college students, don't know what the Peace Corps is all about.

The misconceptions cover almost every phase of Peace Corps activity, but the truth about the work is simple and less menacing than most suppose. Here are the most commonly offered objections to joining the Peace Corps:

• *I don't speak a foreign language.*

Although some knowledge of Spanish or French is desirable, it is by no means necessary. The Peace Corps teaches you what lingual skills you'll need.

• *I'm not physically strong enough for the training program.*

There's a 79-year-old woman serving overseas. She hasn't done a push-up in years.

• *I'm a liberal arts major.*

So are 70 per cent of all Volunteers.

• *I'm a chemistry Ph.D. I can't afford to spend two years digging ditches somewhere when I have to advance my career.*

How about spending two years teaching chemistry in an overseas university?

• *I can't afford it.*

Although the "hourly pay" is lousy by American standards, Volunteers receive an allowance to pay for clothing, food, housing, and incidental expenses and a readjustment which accrues at the rate of $75 per month for each month of service, including training. You won't starve, either during service or for sometime after.

• *I'll never make it through selection. The requirements are too tough.*

They are. But so are about 45 per cent of those college students who apply and are accepted.

• *I'm a girl.*

As are 40 per cent of all Peace Corps Volunteers.

• *I'm married.*

There are 580 married couples serving overseas. The Peace Corps just requires that the pair work in the same project and have no dependents under 18.

• *I don't want to live alone in some remote jungle town.*

Don't. You can still join. Volunteers are placed in pairs, unless they want to be alone. Many work in cities, where they sometimes live better than they did at home. The mudhut image is just that, real to only a few.

• *I have a girl friend.*

Take her with you. You can even serve together, if you can take it for two years. (Really.)

• *You never hear from the Peace Corps after you apply.*

Often a request, sent in, for example, in March, that indicates you'll be ready in November is put aside while more urgent requests for June, July or August—are processed. In any event, you'll get a note within a month telling you what's being done.

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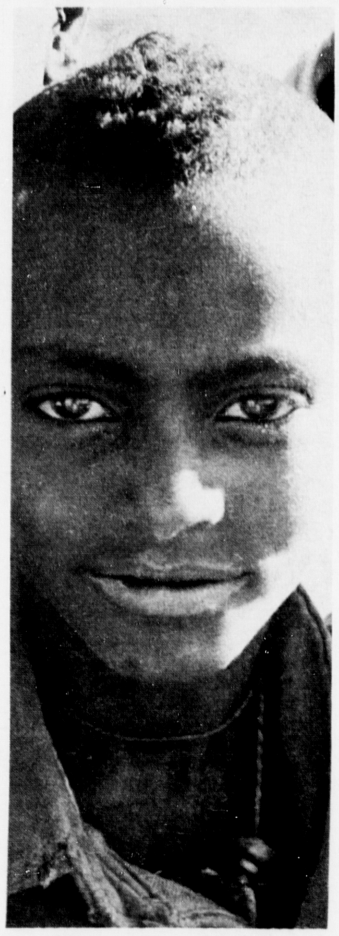


This small boy is the child of a leper. He lives with his parents at a large leprosarium on a hillside outside Addis Ababa, Ethiopia.

College Juniors Train in Advance

About 800 college juniors will become the second group to participate in the Peace Corps' new Advanced Training Program this summer.

The new group will be almost twice as large as the first group, which is now completing its last year of college.

Trainees are selected in their junior year. They go to an eight-week training program that summer then return for their final year of college during which they're encouraged to study courses in fields related to the country where they will be working.

After graduation, the trainee returns for another four or eight weeks of training, then is sent overseas.

Last summer's program with 400 students was concentrated into four main project areas—English and French-speaking Africa, and Latin American rural and urban community projects.

Most of the trainees have enrolled in classes relating to their fields of studies.

Of the 134 advanced trainees for Latin America, 98—80 per cent—are engaged in Spanish studies. Over one-half are enrolled in courses related to Latin American affairs.

Of the advanced trainees for French-speaking Africa, 83 per cent are engaged in continued French usage at school this year. About a third of the trainees for all of Africa are studying courses related to their field.

In the Latin American program about a third of the trainees are presently engaged in student teaching, social work or some type of community action project. For those scheduled to go to Africa, about 40 per cent are now student teaching or tutoring.

Few of the advanced trainees have lost interest in the Peace Corps. Of the 134 who are studying for Latin America, seven have dropped out of the program—six because they will not graduate in June and only one because he lost interest.

Of the 213 in the Africa program last summer, another seven have dropped out—one for medical reasons, two who will not graduate in June, three who plan marriage and one who lost interest.

"We don't really know yet how many more will drop out before June. Marriage or scholarships may come along," Jules Pagano, deputy director of Training said. "But we attempted to pick those who seemed to have a genuine interest in the Peace Corps. Their involvement right now shows us that the program is in pretty good shape."

The advanced training program will be expanded next summer to include Thailand, Iran, Turkey and Malaysia.

Cool Approach To Trouble

American ambassadors, diplomatic staffs, even visiting professors, may be asked to leave a foreign country, but the Peace Corps Volunteer remains.

To date, no country has ever officially requested that Volunteers in that country leave. The official Peace Corps policy is to "play it cool" and not evacuate Volunteers at the slightest political tremor. Each situation is evaluated individually.

Volunteers have been present in countries where there have been political disturbances and anti-American feelings, such as in Panama, Turkey, Ghana, the Dominican Republic and others. Volunteers have remained during these crises and coup d'etats, with some interesting results.

Some villagers in Turkey held an anti-American demonstration one day. As they later congratulated themselves on the success of their venture, it occurred to someone that they might have offended the Peace Corps Volunteer staying in the village.

To prevent hard feelings, the villagers then walked to the Volunteer's home and staged a pro-Peace Corps demonstration.

The fact that foreign countries and people make a distinction between the Peace Corps and official American foreign policy has been and continues to be an interesting side-note of the Peace Corps operation.

When there is a political disturbance in a country, the decision about removal of the Volunteers is up to the Peace Corps director in that country.

The philosophy behind the Peace Corps policy is that if Volunteers were evacuated every time there was a disturbance, they would be receiving preferential treatment in the community.

Parlez-vous Swahili? Don't Worry, You'll Learn

Learning a language in a Peace Corps training program is a radical departure from the teaching methods used in most universities.

The entire Peace Corps program emphasizes a "good grasp" of oral communication between the Volunteer and the people he will be working with overseas—and this fluency must be crammed into a 12-week training session.

To add to the program's uniqueness, the Peace Corps teaches 20 languages taught nowhere else in the United States. And, to top it off, the students realize that the product is not an abstract grade but an immediate need to communicate with people in that language.

"They learn the languages primarily through repetition — and more repetition," says Miriam Charnow, who works in Washington on the language program.

The teaching method is called "intensive." The trainees spend between 290 and 350 hours studying language in the classroom and the tape lab during the 12-week session.

The Peace Corps attempts to have native speakers teaching the classes whenever possible. In some languages native speakers try to be with the trainees constantly—on field hikes, at meals and during rest periods. This technique is called "immersion."

Only when it is absolutely necessary does the Peace Corps attempt to teach the trainees to read and write a foreign language. The emphasis is always on direct oral communication. The written characters of the foreign languages are transliterated into phonetic English.

"We're looking for a fair understanding and control," says Mrs. Charnow. "And by control we mean being able to tell the difference between the various tenses and forms of nouns. We don't spend any time teaching g r a m m a r itself, but through repetition a Volunteer should be able to obtain a structural understanding of grammar."

Of the 42 languages which have been learned by Peace Corps Volunteers, 20 have never been taught in the United States before. These 20, called exotic languages, have presented unique problems.

In some areas where the language is unknown to any American, the Peace Corps sends in a linguistic expert, who does not know the language but is able to interpret by inflexions, sounds and patterns.

He records representative parts of the language which are then interpreted by persons who have a general familiarity with that language group. From these interpretations, lab tapes and manuals are prepared.

The Peace Corps has been developing and intensifying its language training since the organization's beginning. The number of hours spent in language study has steadily increased until it now fills 50 per cent of the time spent in training.

The most unusual aspect of the training is the students themselves.

"The motivation is tremendously high," says Mrs. Charnow. "It's something entirely new, the language itself and the way it is taught. And it's the one direct touch with a foreign country they have while training."

"Excitement is high," Mrs. Charnow said, "The training does not have the academic atmosphere. It's alive. When they leave the language class, they're still chattering away in their new language. They speak it at dinner, for the fun of it. Most of all, they realize that within a few weeks they'll actually be using this language to communicate with people."

In those cases where the work language is English, as it is for teachers in many of the former British colonies, the Volunteer is often taught a local dialect. Where several major languages are spoken, as in Nigeria or India, the Volunteer learns the language spoken by the people in his area.

STAFF

This special Peace Corps supplement, distributed to college newspapers in cooperation with the United States Student Press Association, was written and edited by four college editors who spent four days at Washington Peace Corps headquarters.

The four are John Dorschner, Colorado Daily (University of Colorado, Boulder); Linda Weiner, The Daily Iowan (University of Iowa, Iowa City); Sy Safransky, The Phoenix (Queens College, New York); and Charmayne Marsh, The Daily Texan (University of Texas, Austin).

For Training— *Universities Apply Too*

It's not clear who is following whose lead, but universities as well as students offer their services to the Peace Corps.

Unlike the students, the universities don't volunteer to go overseas; they offer to be a training site for those who do.

The process of selecting universities for Peace Corps projects and helping the schools plan the training program is the job of the University Relations office of the Peace Corps.

Once a contract has been let to a university and the planning for a training program begins, the University Relations office works closely with the school.

"We first select a project director, who is usually a faculty member," said Dr. John M. Groebli former Deputy of University Relations. "This must be someone who is flexible in his approach and is able to draw from all the resources on a campus."

Because of the relative lack of planning in many developing countries, the universities are often faced with an abrupt aboutface. A country that originally requested English teachers suddenly decides that it needs physical education instructors more desperately. The carefully planned program has to be adapted to fit the future needs of the Volunteer.

Dr. Groebli believes that the university benefits from the experience, as does the trainee.

"The trainees are exciting to teach because of their commitment to what they are doing," he said, "and the faculty is often intrigued with the exeremely practical aspect of this type of education."

Until recently, the Peace Corps has not been able to select freely from all the schools in the country when planning training programs.

"We feel that any Volunteer from any place in the country should be able to use the full resources, not only of the school, but of the town," said Dr. Groebli. "We only now feel that the climate is right for using Southern schools in the training programs.

"This summer, a half a dozen Southern schools will be used as training centers," said Dr. Groebli.

"In spite of small problems, it is an educational miracle that within 1,450 days, higher education in this country has trained 15,000 people to go work in 46 different countries, speak 42 different languages (many not regularly taught in the United States) and work at 300 different jobs," said Dr. Groebli.

CRITICISM

(Continued from Page 1)

director of the Peace Corps Office of Volunteers, wrote in the Peace Corps magazine that while the motivations for volunteering might be the same, there are more people who view the Peace Corps as a logical step in their career and fewer of those who think of the Peace Corps as a risk-taking, way-out adventure unrelated to their life plans.

"There is little evidence, however, that this has adversely affected the Volunteer's performance. The evidence is that Volunteers are more solid, reliable, and technically qualified."

Charlie Peters, Director of Evaluation, pointed out that one element which has caused a change in the Volunteers is that now the average age level is down to 23 or 24 years. Before there were more 25- and 26-year-olds, who tended to give it built-in leadership.

A consensus among Peace Corps workers and associates is that the people in it have brought to the government a sense of enthusiasm and real commitment which has been absent from too many government agencies for too many years.

And despite the usual trials of growing up, the Peace Corps, for a Washington agency, still retains a refreshing air.

It is built upon a foundation of idealism and practicality and oriented to making the world a little bit better.

Special Projects Span the World

Community Change— Goal of Volunteers

Peace Corps community development projects are exactly what the name implies.

Such projects, concentrated in Latin America, can mean teaching Peruvians to lay bricks, building an aqueduct in Colombia, or conducting adult literacy classes in a Brazilian "favella."

One Peace Corps Volunteer working on a community development project wrote, "I had been sitting on the sidelines for twenty years watching the world go to pot and nobody asked me to do anything about it. The Peace Corps did . . ."

The goals of the community development project are:

- Educating people to work together to define their own goals and solving the problems necessary to achieve them.
- Getting governments to respond to community needs.
- Achieving material improvement in forms of specific technological advancement and economic growth.

"The aim of community development is nothing less than a complete change—reversal or revolution if you wish—in the social, economic, and political patterns of the country to which we are accredited," said Frank Mankiewicz, Latin America regional director for the Peace Corps.

The community development project begins with the presence of the Volunteer in the country.

His first step is getting to know the people—gaining their confidence. This can be done in a variety of ways—organizing baseball teams, teaching English classes, visiting, talking or attending a fiesta.

Next he organizes a community meeting. Volunteers have compared this to the first day of school—mostly noise and bedlam. Here the Volunteer tries to get the villagers to discuss their problems. Generally the most this first meeting can do is arouse in them an interest to meet again.

Gradually the Volunteer leads the people into discovering their problems and finding solutions, remembering that some day he won't be around and they must do it for themselves.

After a problem is recognized and a solution seen, shirt sleeves are rolled up and the doing begins.

It is in the last stage that the Volunteer sees his success and it may only be the building of a brick kiln, a chicken coop, or a cleared road.

Community development is hard, mostly because it is like an iceberg with most of the development remaining beneath the surface.

Mickey Melragon, a returned Peace Corps Volunteer who worked on the Alto Beni project in Bolivia, wrote about building a brick kiln.

"We realized we needed a project that could be successful, achieved with a little fun, one which didn't rely on outside assistance, was practical from the colonizers' point of view, and one with an immediate payoff.

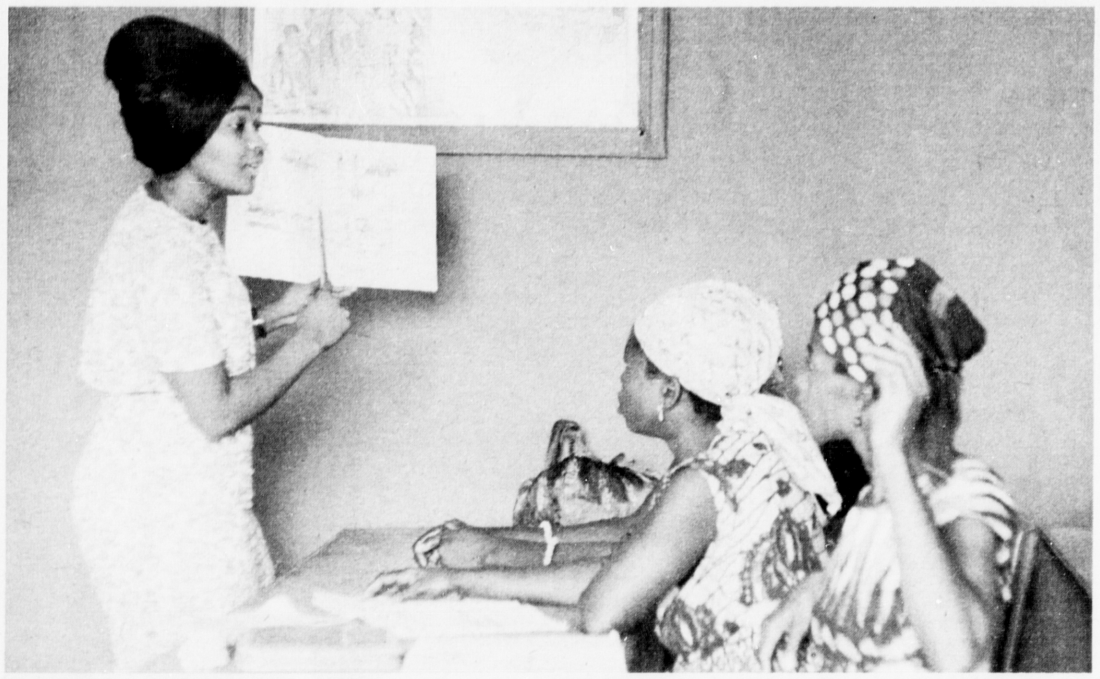
"We started talking it over with people who had experience, how valuable it could be, how it could be used, etc. This process took a little over a year as the colonizers were busy in their fields.

"But bit by bit they did the work and we were constantly re-defining and reacting to them. Along the line we had successfully test-fired and had positive evidence. We then gave everyone two days' experience with mixing mud and actually making the bricks, cutting wood and loading the kiln.

Many who objected on the grounds they didn't have the talents at the end of the day could count 100 real bricks and we could see a look of self confidence, one of the things they lacked.

"Several from this experience continued making bricks which they could sell.

"This again was a lesson which was hard to bring home. A businessman had to calculate how many days of work it took to make 1,000 crude bricks, mix mud, gather wood, burn. Many wanted us to hire them as day laborers, being afraid of assuming responsibility and not having experience in practical matters."



TEACHING IN A WOMEN'S CLUB. Volunteer Carolyn Dukes, a 1962 liberal arts graduate of Clark College, Atlanta, Ga., instructs women in an Ivory Coast Village as part of the Peace Corps "foyer feminin" project. The program concentrates on teaching adult women literacy, homemaking and health care.

Mothers Educated In African Project

Volunteers teaching in the Ivory Coast "Foyer Feminin" program may find children attending classes, but the mothers are the real students.

The Foyers are special schools, established by the Ivory Coast government, for Ivoirienne women who have had no previous education. Directed by the ministry of education, Foyer classes are concerned with adult literacy, basic health and homemaking. At the request of the government, the Peace Corps entered this program with seven Volunteers in 1962. There are now 18 Volunteers working in the Foyer program, and the government has requested 15 more.

The Foyers are designed for adult education, but children are allowed to tag along as part of a program to make attendance as easy as possible for the mothers.

Classrooms are conveniently located and the women are encouraged to attend whenever they can, either in the morning or afternoon sessions. The schools adjust their programs to fit the women's needs: harvesting, daily marketing and family needs are all considered.

In addition to the basic tools of reading and writing, meal planning, child care, sewing instruction and nutrition are part of the curriculum. Some of the Volunteers have established "causeries culturelles," discussion groups in which the women talk about social and civic problems.

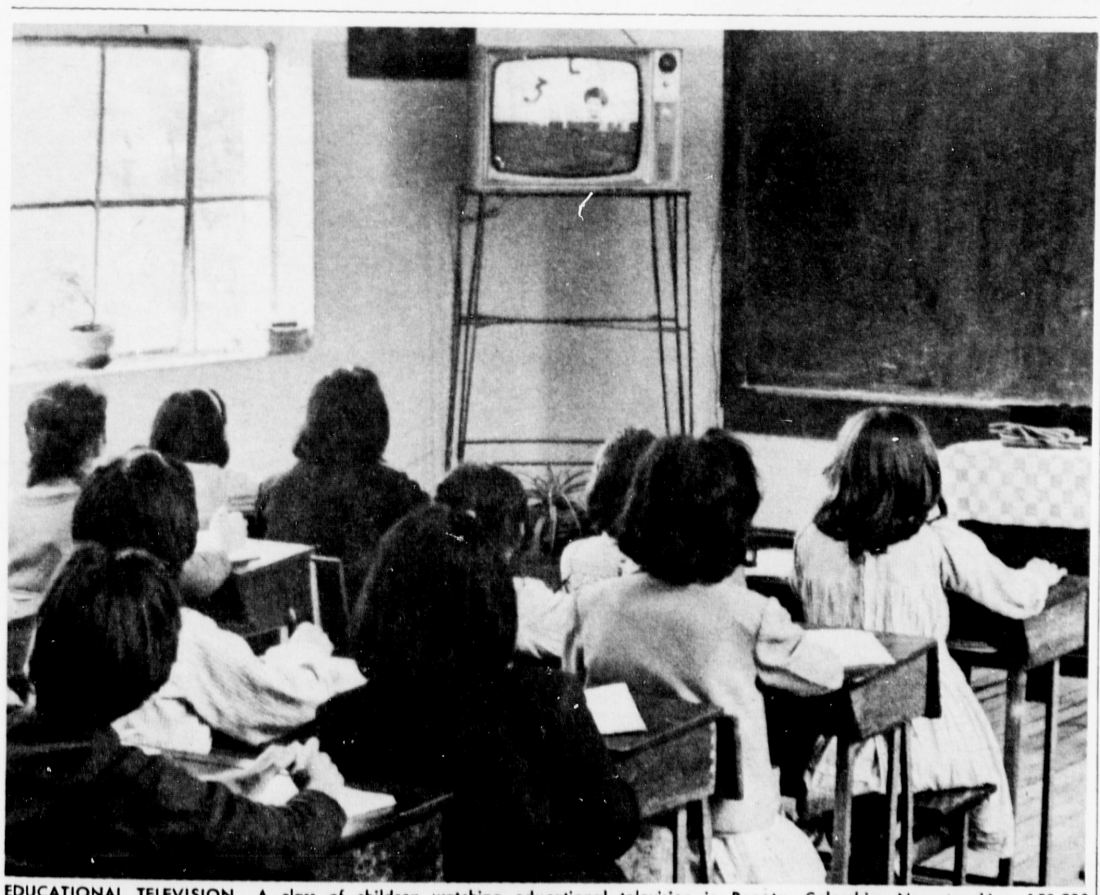
The Volunteers teach in French, the national language of the Ivory Coast, and work under the direction of an "animatrice," who is an Ivoirienne woman who has had a secondary education and some special training.

Volunteers in the larger, urban schools have modern equipment to use in their teaching, but the smaller Foyers do without such things as electric irons, stoves and sewing machines. Sometimes the only equipment available is chalk and a blackboard.

In a land where skyscrapers are visible from small, centuries-old fishing villages, the Peace Corps Volunteer is helping the Ivory Coast fill an educational gap. There is no American analogy to the Foyer program, so the Volunteers are taught the basics of this new approach to education in the training programs.

A previous knowledge of French is a great asset for someone applying for the program, but not an absolute necessity since instruction in French is a large part of the training.

The Foyers are informal because that is the only way they can be effective, but the rationale behind the program is a very serious—and formal—attempt to equip the Ivoirienne women for the twentieth century.



EDUCATIONAL TELEVISION. A class of children watching educational television in Bogota, Colombia. Now teaching 150,000 students, the project is manned by Peace Corps Volunteers working as technicians, producers and teachers.

Colombia ETV Job Done by Volunteers

Educational television may not be scoring well with all American teachers, but pedagogues of the Colombian variety can't get enough of it.

The Peace Corps pilot project in educational TV, which opened up during 1963 in Colombia, is now reaching about 150,000 students in Bogota and vicinity, with such subjects as mathematics, natural sciences, geography and history.

Two teams of Volunteers inaugurated this mass schooling effort which will become an integral part of Colombia's national educational system. The first group of 43 Volunteers, trained at the University of New Mexico and the University of Nebraska with an equal number of Colombians, were television technicians, maintenance and repairmen, programmers, producers, writers and teachers. A second group of 50 Volunteer teachers was assigned to travel to the schools receiving the broadcasts, acting in general as contacts between the teachers and the program planners.

More than 800 TV sets supplied by the Agency for International Development under the Alliance for Progress have been installed already. By December about 1,400 receivers are expected to be operating, many in more remote areas.

Volunteer Charles M. Fitch is a director-producer in the program. His job is to combine the educational concepts delineated by the Colombia Ministry of Education with modern, lively television-oriented approach to learning.

"One day we might be filming on the Amazon," he says, "and the next up in a chilly forest . . . Now, through ETV, the children and teachers of Colombia are seeing things in their own country which they never knew were there."

The problems of illiteracy and poor education are so acute in Colombia that teachers don't look upon the program as an "encroachment." The program, according to one official, is "remarkable for its acceptance and the cooperation of the Colombian teachers and students."

Getting A Draft? Call Back Later

The relationship between service in the Peace Corps and the draft will remain the same for at least another year.

Although some Congressmen have suggested that Peace Corps Volunteers should be exempt from military service, no one plans to introduce a bill to that effect.

A spokesman for the Peace Corps' legal division said, "I don't think anything will be done on the draft piecemeal. Congressmen are waiting until the Pentagon's report is published in April."

The Pentagon committee is making a comprehensive investigation of the draft. Its final report is expected next year. The present selective service bill expires in 1967.

Sen. Joseph D. Tydings, (D-Md.) last October said he would support legislation changing the draft status of Volunteers who complete two years of service in the Peace Corps.

"In its own way, the Peace Corps has contributed as much to the cause of world peace and national security as has the armed might of this country. Service in the Peace Corps and in the domestic service corps soon to be formed is considered no less rigorous, arduous and at times hazardous than is service in the military," Tydings said.

However, Tydings said he has no plans to introduce any legislation himself.

Presently Peace Corps service does not fulfill military obligations. Volunteers have been classified as being "within the national interest," which means that local selective service boards will usually give deferments.

Like those given to college students, a deferment does not exempt the Volunteer from future draft requirements.

Partly because so many Volunteers return to school after their two years of service, few have been drafted.

Armed forces reservists and National Guardsmen must complete their initial period of active duty before becoming eligible for the Peace Corps. Those who have weekly drill or summer camp obligations may have them deferred until they have returned from the Peace Corps.

Recruiting

Peace Corps recruiters are a funny sort.

They'll go to a campus and put up posters in the library where those kinds of promotional gimmicks are prohibited. They'll use two eight-foot tables as a recruiting center when restrictions allow only one four-footer. They'll run big signs from wall to wall when the administration limits them to a three-foot space.

In the words of one Peace Corps official, "we do as much as they will let us get away with." They do.

Peace Corps recruiting is not done by professionals, per se. Every staff member at Washington headquarters, in fact, is responsible for putting in a yearly recruiting stint of up to four weeks. This includes Sargent Shriver himself. And better than 80 per cent of this work is done at college campuses, the biggest source of Volunteers.

Peace Corps recruiters like to have fun and still do a job. "We try not to take ourselves too seriously," one veteran recruiter says. "This offends some people but it works, because there is a great deal of seriousness underneath it all."

Recruiters stay in their booth all day long, often on their feet from 8 a.m. to 11 p.m. "This creates a psychological impact," Recruiting Director Robert Gale says. "Keeping the booths open all the time gets people to think of the determination these people have. The enthusiasm is catching."

Requests . . .

Dead or alive, sharks can be a problem.

The dead variety was a problem for a Volunteer in the Dominican Republic. With the help of the Volunteer Support Officer in Washington, he learned that one constructive means of disposal is to make walking canes out of the backbone of the sharks.

The Support Office handles requests from Volunteers all over the world. However, most of these requests are a good deal less exotic than the shark problem.

The requests for visual aids for teaching, queries about lost mail or a plea for information are all forwarded to this office.

One Volunteer wanted a recipe for cooking cactus. Another wanted to know how to grow cashew nuts. The growing procedure was eventually routed to the Volunteer from India, rather than from the United States, because cashew nuts are not regularly grown here.

A Volunteer in Latin America stumped the Washington office—and several other organizations—with his request for instructions on how to build a kerosene-run egg incubator.

Hatchery groups, egg associations and the Department of Agriculture had no answer to his problem because that particular type of method had not been used in the United States for over 50 years.

Eventually a hatchery came up with an alternate plan for an incubator that didn't run on kerosene, but it produced results—and chickens.

For further information, complete this form and mail to:

PEACE CORPS Office of Public Affairs, Washington, D. C. 20525

Mr. Mrs. Miss ..... Date .....

Address: .....

.....

College or University .....

Level at present time (circle one): 1 2 3 4 Grad. Degree .....

Major .....

Major field of experience outside of school: (Jobs, Farm background, hobbies, etc.)

.....

.....

Date you could enter training: .....

Four Wheels To Two: A Study In Austerity

It was to be Spartan in character, an organization where service would replace status, built from top to bottom on the word "Volunteer."

This was the atmosphere in which the Peace Corps was born and through the organization's growing pains, the staff has worked hard to maintain the austerity which made the undertaking something special. Considering the increasing size of the Peace Corps, the effort has required constant evaluation and adjustment.

One particular area which has caused a few problems has been that of vehicles for the Volunteers working overseas.

As Kevin Delany, project evaluator, explained the situation, the guideline of the Peace Corps was to deal with people, not things. In spite of this, there was a rush in the beginning to supply the Volunteers with essentials, some of which subsequently proved to be non-essential.

"There was a general revulsion to this type of approach," said Delany, "not only among the staff, but the Volunteers."

The provision of vehicles for Volunteers was one of the areas which was reconsidered.

As of Dec. 31, 1963, there were either on hand or on order 835 four-wheel vehicles overseas, 175 for administrators and 670 for Volunteers' use.

These vehicles cost a total of $2.5 million, according to an evaluation Delany did.

"We decided that this was a lot of money to spend for something that was causing us a lot of trouble," said Delany. There had been many accidents involving Volunteers' vehicles.

Delany explained that the situation was re-evaluated and there was a cut in the number of vehicles issued to Volunteers.

"We changed our approach on the matter," he explained. "Whereas our first question used to be whether a car or small truck was needed, we now ask first whether it is possible for the Volunteer to walk and still do his job.

"Our entire approach to the matter has changed," he said.

Delany explained that many times a simple vehicle such as a bicycle will do an adequate job for the Volunteer. In Nepal, any vehicle is impractical. Volunteers do all their traveling by foot, sometimes walking for days at a time to reach their destination.

In situations where vehicles are necessary to a Volunteer's job, they are provided as a matter of fact.

"If a Volunteer is in an isolated area and a vehicle is essential to getting groceries or teaching, then there is no hesitation," said Delany. "We have only tried to cut out the unnecessary expenses."

The number of staff vehicles has also been cut down where possible.

The Division of Management in the Washington headquarters estimated that, although complete figures for the end of 1964 were not yet available, the number of four-wheel vehicles was about the same as it was a year ago. Because the number of Volunteers and projects has increased in the past year, this indicated a proportionately smaller number of vehicles per Volunteer.

The cut-back in the ratio of vehicles to Volunteers was not purely an economic measure. It was an attempt to maintain and develop the original ideals of the Peace Corps and make the Volunteers work as efficient as possible.

There were three primary reasons along this line for the cutback, according to Delany.

The most pressing was the danger element involved concerning the Volunteer.

The second was that the vehicles sometimes prevented two of the objectives of the Peace Corps from being fulfilled. These objectives are:

A Peace Corps jeep fords a stream in the Dominican Republic.

to help promote a better understanding of the American people on the part of the peoples served and to help promote a better understanding of other peoples on the part of the American people.

Delany explained that Volunteers would sometimes use the vehicles as props to bring prestige to themselves and gain a preferred position in the local community.

"The jeep would give a boss-image to the Volunteer which was not desirable," said Delany. "This sometimes tended to create resentment toward the Volunteer.

"Because the jeeps were painted baby-blue, they would be especially easy to identify," he said.

Having a vehicle also made it easy for the Volunteer to get away from the local community when he was frustrated. This meant that rather than staying and becoming involved in local projects and working out the problems, there was a tendency to escape to the company of other Volunteers.

In a report on the Dominican Republic, one evaluator stated that vehicles created more problems than they were worth in many cases.

He wrote that the Volunteers in the Dominican Republic were generally unhappy about the vehicle situation, although many had built their programs around them.

Delaney said: "Automobiles are an extension of the American image. As long as a Volunteer drives a car, it is difficult for him to feel like a Volunteer. He has a difficult time acclimating himself to the local people.

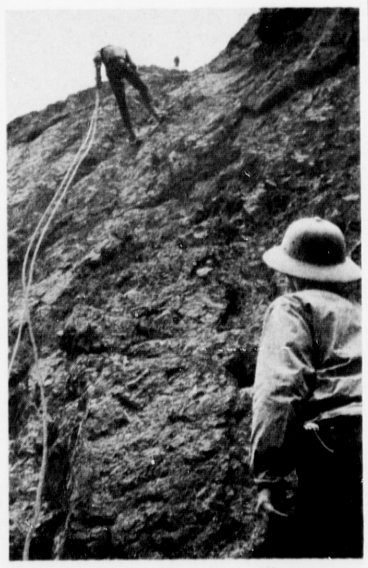
"We also felt that too many vehicles would seem like just another thing from America. The Peace Corps isn't interested in creating that type of feeling."

Vehicles are necessary to many projects. Teachers and nurses in the Peace Corps often find that their assignments require them to travel to many villages in a certain area.

The whole process of evaluation in the Peace Corps is to see that the job is done most efficiently, and continuous evaluation is necessary to keep such a diversified organization effective.

The four-wheel vehicle situation is only one instance where evaluation leads to improvement. The Peace Corps is dedicated to working with people. As one Volunteer in Nigeria wrote, "Volunteers who have cars are the ones who don't know anybody; the ones with bicycles are the ones who know more Nigerians than anyone else."

It's only a small difference—from four to two wheels—but an important one.



This trainee, working near Albuquerque, N.M., gets a taste of mountain climbing, but most Peace Corps trainees do not face such rugged tasks.

To Join . . .

You can join the Peace Corps if you are:

An American citizen

18 years of age (There is no upper limit)

Able to serve at least two years

Married couples must qualify for the same projects and have no dependents under 18

Foreign languages need NOT have been studied previously

Questionnaires can be obtained from Peace Corps liaison offices on campuses, local Post Offices, or by writing Peace Corps, Washington, D. C. 20525